DOCUMENT RESUME

ED 120 356 CE 006 142

AUTHOR Johnston, Joyce D.; Palmatier, Robert A.
TITLE Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals. Instructional Concept Guide No. 3.
INSTITUTION Georgia Univ., Athens. Regional Adult Literacy Service Unit.
PUB DATE 75
NOTE 49p.; For related documents, see CE 005 518, CE 006 140-149 and CE 006 754-758
AVAILABLE FROM Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($3.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Adult Learning; Adult Literacy; *Adult Reading Programs; Adult Students; Diagnostic Teaching; Educational Objectives; *Lesson Plans; Paraprofessional Personnel; Reading Diagnosis; *Reading Instruction; *Student Evaluation; Teaching Procedures; Tutorial Programs; *Tutoring; Tutors; Volunteer Training
IDENTIFIERS *Tutor Support Library

ABSTRACT

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Three describes planning for following sessions based on an evaluation of the first lesson. Topics presented are: assessment of student performance, lesson planning for session two (including vocabulary learning and free reading), planning for lesson three (oral rate and comprehension assessment), and further assessment and long range planning (according to ability level). Forms for recording student performance and plans are included. Sample informal tutor log notes and sample lesson plans for two ability levels conclude the guide. Guide Three is designed to be studied by the tutor after Guides One and Two. (Author/MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120356

RALSU

TUTOR SUPPORT LIBRARY

Instructional Concept Guide No. 3

STUDENT-CENTERED TUTORING

Using Initial Lesson Results To Set Future Goals

by

Joyce D. Johnston
Robert A. Palmatier

© 1975

Not to be reproduced without written permission

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY Robert A Palmatier TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Regional Adult Literacy Service Unit

A Right to Read Community Based Project

309 Aderhold Building
University of Georgia
Athens, Georgia
30602

CE 006 142

FOREWORD

The ability to read has been taken for granted in the United States for as long as most of us can remember. Unfortunately the "us" in the previous statement refers to those in the population who are indeed able to read --- for example, those of you reading this message. Adult readers make up an exclusive fraternity and seldom find themselves involved with non-readers. But in this century the tempo and technology of American life have increased dramatically. And more and more we see that a significant proportion of our citizens do not have the reading ability society requires.

In the 1970's, the Community Based Division of the Right to Read Effort addressed itself to overcoming what is rapidly becoming a crisis in the area of adult literacy. A common bond for many of the projects supported by this division of Right to Read is the use of volunteer tutors to teach the older, out-of-school individual who needs reading help. It has been generally found that, while the desire to tutor may be "born," the ability to tutor needs to be "made." Consequently the cry has gone out, "We have the volunteers but we do not have a system for training them to tutor."

RALSU, the Regional Adult Literacy Service Unit, a Right to Read Community Based project, has therefore accepted as its major responsibility the development of a tutor training and support

system. It is primarily designed for volunteers, but it can also be adapted to the training of para-professional tutors for any type of adult literacy program. The complete system includes tutor training, a support system for the working tutor, and evaluation strategies for both programs and tutors.

A key component in the system is the TUTOR SUPPORT LIBRARY. This consists of two series of units entitled Instructional Concept Guides and Functional Content Units. The Concept Guides orient and train beginning tutors and serve thereafter as reference aids for the on-the-job tutor. The Functional Content Units are designed as models for the practical application of the teaching skills gained in the tutor training. For convenience, all Guides and Units are separately bound.

The Instructional Concept Guide that follows this "Foreword" is one of the following:

1. Getting Together: Establishing a Working Tutorial Relationship
2. Teaching One-to-One: A Diagnostic Approach to Beginning Tutoring
3. Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals
4. Help: Inside and Outside the Tutoring Agency
5. Process and Product: A Guide for Assessment of Community Tutoring Programs
6. Word Concepts: An Adult Approach to Decoding Skills
7. The Teaching of Sight Words: Ways and Means
8. The Language Experience Approach: Application for Tutoring Adults in Reading

9. The Directed Reading Approach: A Lesson Organization Procedure Adapted for Use with Adults

10. The Newspaper: A Source of High-Interest Instructional Material for Adults

11. Resources: A Guide for Using Published Materials in Adult Literacy Programs

12. Splitting Up: Terminating a Tutoring Relationship

Guide 1 is an orientation to tutoring; Guides 2 and 3 lead the tutor through the first sessions with a student. Except for Guides 1, 2, and 3, however, the booklets need not necessarily be presented in consecutive order. Guides 6 through 10, for example, explain in detail teaching procedures that can be used to teach the lessons described in Guides 2 and 3. Other Guides, as their titles imply, deal with supplemental helps for the tutor and with program assessment.

Hopefully, these materials as a whole will satisfy a long felt need expressed by many persons involved in the management of adult literacy programs. It is also hoped that the flexibility of format will make the publications adaptable to individualizing requirements within programs.

STUDENT-CENTERED TUTORING

Using Initial Lesson Results to Set Future Goals

Evaluating Lesson I and Planning the Following Session

The major hurdle is now past. The tutoring sessions have been initiated and the first lesson has been completed. The following input from the first lesson is available to guide your planning for the next session:

1) Log notes (recorded on the back of Lesson Plan I)

2) Words missed during sight word testing

3) Informal assessment of student's oral language skills and personal interests

4) Either a book which student could comfortably read or statements or stories dictated by student

It is just as necessary for the second session to be positive and satisfying to both student and tutor as it was for the first. Another success experience is the most reliable route toward that goal. So the question really becomes, "What happened in Lesson I that will help us succeed in Lesson II?" To begin, let us consider how far you have progressed in learning to become a capable tutor.

In Instructional Concept Guide No. 2 we defined the elements of a successful tutoring session as:

1) Student-oriented goals
2) Relevant materials
3) Appropriate teaching procedures
4) Joint tutor-student evaluation

We also labeled this format "the diagnostic/prescriptive cycle." Since you have now finished one session, you are at the point of diagnostically evaluating that session and prescribing activities for the next. If you assess the input from Lesson I with care, your plan (i.e., prescription) for Lesson II is likely to be successful.

Assessment of Student Performance

As always, start with the student. A successful lesson for a student at any stage of reading development must begin with what the student can do now and progress from there to the next most difficult task he can manage with comfort. Therefore the first question to be answered from the Lesson I experience is, "What did we find the student was able to do?" For example, how many sight words was he able to read? If the number was very low, (and he found few or no words he recognized in the books he looked at), he is a non-reader or, at most, at a very early stage. On the other hand, if he proceeded down the list fairly rapidly, missing only the irregular and more difficult words, and could read comfortably in the "tryout" books, he is at a stage that will require a different approach.

Remember, however, that the student's performance on the sight word testing was exactly that --- naming a list of sight words. Many students have a second level of performance when those words occur in materials of interest to them. So consider carefully the log notes you made in regard to what your student

was able to do on the material he selected on "tryouts" (because these should reflect his personal interests). You may need to adjust your assessment of his performance level.

A further word about stating a "reading level" for your adult students --- be flexible in your judgement. Except perhaps for the total non-reader, all adults have a number of different "reading levels," depending upon several factors. The first factor is usually a given level of necessity. That is, he is more likely to be able to read material that is vital to his job, for instance, than material of a purely literary nature. Another factor is his general background of experience --- the kinds of things he has done, places he has lived, people he has known. A third, and crucial, factor is what we might call his level of skill experience. The undereducated adult typically has gaps (sometimes chasms) in his skills development. These occur for a wide variety of reasons --- poor teaching in the past, illness, lack of motivation or opportunity. Maybe he just happened to sit in the back row in third grade and his need for eyeglasses was not noticed until April. The point is that skills gaps, when diagnosed, can often be remedied more quickly than a total lack of skill in a given area.

Continue your assessment of your student's performance by using your notes on the informal guided conversations and the book selection tryouts to define two or three areas in which he showed special interest. These may be general, e.g., child care or the outdoors. On the other hand, they may be absolutely

specific 'my son's report card." It may be that your student expressed interest in a subject for which sample lessons have already been prepared in the Functional Content Units, such as how to get and keep a job. In that case you would be able to use directly the ideas the Unit contains, tailoring them to your own student. Assessing a student's personal interests is indispensable in helping you select relevant materials for the lessons. Relevant content is essential for adults if you hope to help them become efficient and persistent learners.

Within the general subject of student performance, a most important point needs to be stressed. Performance and ability are not synonymous terms. What you see is performance. What the student posesses and may or may not let you (at least initially) see is ability. Students with a long history of failure may not even be aware of their real ability. Such a student is often described as having a "low self-concept," which is one way of saying he has a low opinion of his own abilities in many areas. He may, in fact, try to mask his opinion of himself by behaviors that you feel are obnoxious. Be patient with such a student. If you follow the rule we stated previously and rely on exhibited performance (i.e., what the student can do now), you will, little by little, see his true ability begin to surface. More important, so will he. Confidence is contagious and aids learning. In essence, this is one way in which our often-emphasized rapport makes a direct impact on student learning.

You are now ready to draw some conclusions about your student's

performance level so that you may begin to prepare an answer to the next question, "What can my student comfortably manage in Lesson II?" Having spent but one hour with the student, your conclusions cannot be expected to be one hundred percent correct. But you do have sufficient information to make a fairly accurate prediction about his performance potential for Lesson II. (Following Lesson II, with its added input, you will have the opportunity to reassess your position.)

Lesson Planning for Session 2

The model plan for the second lesson will have two parts, one for the student who is a non-reader or at a very low level of reading performance (Stage I); the second, for a student who reads at a higher level (Stage II). From your assessment of student performance, described above, select the category most appropriate for your student. Instructional Concept Guides No. 6, "Word Concepts" and No. 7, "The Teaching of Sight Words" provide detailed descriptions of activities for students who perform at different levels. "Word Concepts" is a fundamental guide for this aspect of session planning.

What kinds of things can you expect the Stage I reader to do? He will probably be able to recognize his name, the name of his city, perhaps his street address. His general sight vocabulary, however, will be very limited. He may or may not recognize the letters of the alphabet. If he can recognize them, check to see if he can produce them. He will need to understand that the

letters of the alphabet, whose names he may or may not know, represent one or more sounds in our speech. Does he hear the differences between various letter sounds? Does he realize that his spoken words can be written down and, once written, can they be read? The Stage I student will have a positive response to some of the above questions, a negative to others. Ultimately he will need to be able to answer 'yes' to all.

What kinds of things can you expect the Stage II reader to do? This student is aware of the relationship between symbols and sounds. He can, at least to some extent, blend sounds together to make words. He knows that certain word parts (affixes and roots) can be combined in various ways to make new words that can be used in different ways, for example,

burn + ing = burning.

But, if it happened last week,

burn + ed = burned.

He also has a feeling for word patterns (sometimes called "word families"), e.g., play, may, day, say. He is able to some extent to use these skills to identify otherwise unfamiliar words. The Stage II student also has a useful, although inadequate, sight word vocabulary. He has the concept of a word as representing a unit of thought, whether it be written or spoken. He also understands that stringing words together builds larger thought units called sentences. He knows that reading communicates meaning.

It is perfectly possible that your student falls between the two stages we describe, or he may in some respects fit into one

and in other respects, into the other. Adults have extreme skills variations and overlap between these so-called "stages" is the rule, not the exception. The Stage I and II categories are merely a rule of thumb. But at least they provide a starting point.

The lesson plan itself will have three major parts: vocabulary learning, a language experience story, and free reading. (Free reading is an additional diagnostic/motivational procedure based on material read by or to the student.) Two sample lesson plans in the format introduced in Instructional Concept Guide No. 2 are included at the end of this chapter. One is designed for a student at a Stage I level of ability and the other at Stage II. Remember that these are only general outlines and must be tailored to fit a specific student and his needs.

Vocabulary Learning. Since increasing reading vocabulary quickly is of prime importance to adults, it should be a regular part of each lesson. It is also the type of reading success that is easiest for the student himself to see and appreciate. Thus vocabulary learning provides a double bonus by increasing the student's positive feelings about his progress toward personal long-range goals.

The first element in each lesson will therefore be vocabulary learning. For Lesson II, select three to five words missed in the sight word evaluation. Teach three words to a student who was not able to finish the initial 10 word list (due to the success

level dropping below 70%). Five words are appropriate for the Stage II student. Print the words on individual 3 x 5 cards, being consistent about using standard printing. (The Stage I reader is especially confused if you are inconsistent in forming the letters.) To reinforce learning the words in context, use each word in a sentence on the back of its card. (Student-dictated sentences work well.) Using uniformly-prepared word cards will make it easier to provide a variety of learning and review activities (e.g., word games). It also is one of the quickest and least threatening assessment devices.

How do you teach such words to the student? There is no absolute "best" way. Use this session as a trial insofar as varying teaching procedures to find methods that are effective with your particular student.While there are many methods of teaching sight words, the basic activity involves displaying the word (always as a total unit) on the card and telling the student what it says. Additional reinforcement is then given by using the word within the structure of a sentence, illustrating it with a picture, demonstrating the activity it describes, adding it to the student's word chart, or any other suitable way you can devise. In "The Teaching of Sight Words," Guide No. 7, you will find a wide variety of easy-to-follow activities to help you present sight words to your student.

Meaningful rewards increase word learning for certain students --- adult versions of the candy or coin treats given children. A magazine to take home is a suitable reward for some. For

others, a progress graph, on which each step upward is worth a given number of points assigned for word learning, is useful. The personality and maturity of the student should determine the type of reward.

In each session devote about a total of ten minutes to vocabulary activities, including both the teaching of new sight words and review of those taught before. Until your student can remember a word without an error for a full week, that word should be included in the review section of each session. If he is finding a particular word troublesome, that is your cue for finding new ways to present the word. Do not continue rote review using a method that has obviously not taught him the word.

For Stage I students, learning of the alphabet should be included in this time block. Commercial alphabet-learning books are useful, but it is important to vary this routine by supplementing practice using letters found in familiar places such as signs, the newspaper, or on labels. (For additional ideas see Instructional Concept Guide No. 10, on using the newspaper as instructional material.)

At the end of the session, briefly review and recheck the sight words taught at the beginning of the lesson. If the student wants to practice his words at home, make an extra set of cards for him. (If he prefers a smaller size that would fit inconspicuously into pocket or purse, use a 3 x 5 card cut into three pieces.) Encourage his desire for extra practice, but do not

begins coming to the sessions armed with tales that have happened in his life since your last meeting.

The keeping of his "writings" in a book format will also add continuity to his motivation. For the Stage II student especially, additional reading skills can be taught with the book format. A Table of Contents may be prepared. He can prepare his own personal sight word list for the back of the book. He can make a simple alphabetical index.

The entire subject of books and reading is of paramount importance to your student. He did, after all, voluntarily commit himself to the tutoring program to learn to read. It took a great deal of courage for him to come. To maintain his interest and trust, he therefore must read immediately. The language experience method is useful because it does just that, provides material the student can immediately read. It thus allows the momentum begun in the first session to be maintained in the second.

It may be, of course, that the Stage I student is only able to learn to recognize one or two of the key words in his dictated statements, and the 'reading' is a joint undertaking between him and you. But through the process, he learns the important concept of associating a given set of printed characters (a word) with what is commonly termed "reading." Saying the words is reading; that is what he came for. The Stage II student, on the other hand, has a device for rapidly increasing his useful vocabulary as well as his motivation (he is now an author). The teaching procedure

for this student involves selecting unknown but meaningful words from his story for vocabulary instruction and, in turn, using these words to expand his word attack techniques. Instruction in writing and composition can also be given to a student of this level. Thus, the adaptability of the language experience approach to a variety of reading levels and student interests makes it especially practicable.

Free Reading. Unless you like to read and consider a non-reading existence a rather arid life, you probably would not have offered yourself as a tutor. In this portion of the session, share your reading abilities and feelings with the student and, at the same time, add to your pool of diagnostic information about him. Free reading also satisfies his need to be involved immediately with published ('real') materials.

As a starter, use the book or material he selected in the first session. If you find and bring to Session 2 a second piece of material, a magazine or newspaper article in his interest area, you will provide an "extra" in the way of showing your interest in him and his needs --- evidence of your thinking about him during the time between sessions. Briefly introduce the material to be read by reminding him of selecting it during the previous session, relating it to some appropriate current event, or simply saying a few words about its theme or main idea. Posing a question that will be answered by the reading helps him to 'get into' the material. Select a passage that takes about five minutes to read.

If you have a Stage II reader who is doing his own reading (silently), be sure that you have a similar piece of reading matter at hand to read to yourself at the same time. Let him see, at every possible opportunity, that you and he are partners in this reading thing. Keep the reading bug infection at a high level. If you are reading to a poor or non-reader, let him follow along in the book with you. Run your finger beneath the line so that he knows where you are reading. He probably never had read-me-a-story time as a child. While this is not now a child's game you are playing there is a pleasure in reading together that he needs to experience. In his adulthood, being read to is usually followed by "Sign Here." As the relationship between you grows over future sessions, you can begin to ask him to point out the words he knows in the selection before you begin to read together," thus adding to his confidence.

Use free reading time also to establish a feeling of sharing about reading. The undereducated adult is not the student who, in a class discussion in school, offered his opinions more than a few times. Since he could not read well, he did not think he had much to offer. His sensitivity about his poor reading ability made him extraordinarily sensitive to having his remarks "put down." He soon learned not to offer. To get rid of this feeling, to show him that your relationship is not the same as the school experience, you will need to be open, accepting, and sharing at every step.

After the reading is finished, discuss it with your student.

Encourage his comments. If you feel you need extra guidance for the discussion, use the 'Guided Conversation Questions' from the first session as models for preparing questions based on the content from the free reading material. Your discussion should aim at three goals.

1) The idea that reading communicates information
2) Diagnostic information about the student's basic ability
3) Conversational give-and-take between the student and you.

For instance, you might ask him if he can tell you a specific word (or letter), to count the number of sentences in a paragraph, to find two words that begin alike. Remember to log such informally elicited diagnostic information to help you in your reassessment procedures later.

As you discuss what happened in the story or material read, you will gain further insight into your student as a person. Maintain an easygoing, open atmosphere in the conversation/discussion. It should not be too long; ten to fifteen minutes for the entire procedure is adequate.

A simple method of closing the free reading discussion and the lesson as a whole is to return to the sight words taught at the beginning of the lesson. See if he can match the words taught to words in his free reading material. Do not bore your student with too much repitition, but, for the slower student, words must be taught and retaught before he will be able to master them. You might follow this with a brief, structured review drill

of the words to close the lesson. The entire vocabulary review should involve only a few minutes.

Ending Session 2. Again, as you finish the second session with your student, take a few moments to jointly survey what you did together. Help him to list what he accomplished. No matter how small these accomplishments may be, let him know that your opinion and the opinion of the tutoring program as a whole considers each small step forward to be a noteworthy event. The fact that he even showed up for the second session should be the first accomplishment you list. Also share with him how much you feel you are progressing as a tutor and what that means to you. Keep the team concept foremost. In short, give him a few reasons for coming back. Leave him with a firm commitment as to the time and place of your next meeting.

Prepare your session log notes on the back of Lesson Plan 2 as soon as possible. (Forgetting is a problem for tutors as well as students.) You will then be ready for the between-session reassessment of your student's performance so that you may continue on the diagnostic/prescriptive cycle toward your third session.

... and on to Session Three

You have now completed two lessons. Your progress as a tutor has made one complete turn-of-the-wheel. You began by getting acquainted with your student and learning a little about his interests. By now you have added some knowledge of his current ability to read and, hopefully, some insight into his working habits. Finally, you yourself have had the opportunity to practice managing the one-to-one teaching situation, including planning a lesson, keeping records, and using these (together with help from tutoring program personnel) to assess the accomplishments of your student and yourself as a reading improvement team.

In this section of the Guide you will build upon what you have already done, expand your knowledge of your student in all areas, and learn an effective way to teach new words in addition to the previously used sight word technique. Suggestions will also be given to help you make the adjustments necessary for readers at different stages of ability and performance.

Continue the planning procedures and lesson format from Lesson II for Lesson III. (An outline form for Lesson III for you to fill out is provided on the next page.) Begin with the vocabulary introduced in the last lesson. Using the same word cards, review (and reteach, if necessary) the words presented earlier. Your student should be able to identify the words both in isolation and in the sentences on the back of the cards. This part of the lesson can be fairly fast-paced. If you let review activities

Lesson Plan for Tutoring Session 3

Goals	Materials	Procedures and Evaluation
Vocabulary Brief Review: New words: Language Experience Free Reading Vocabulary Review		

"drag on," your lesson will begin on a negative note rather than with the positive attitude you want. You need to move on to the new activities for this lesson promptly. If, therefore, the student seems to have totally forgotten a word, move it from your 'review' activity to your 'new words' activity (and thus to solid reteaching, using a new presentation).

For all students, proceed directly to the vocabulary words from the language experience activity of the previous lesson. (Use the TUTOR SUPPORT LIBRARY and other sources for ideas on how to present the words you and your student decided were to be learned.) This is one of those instances when the admonition about being flexible in your approach arises since you should not introduce more new words than the number your student was able to recall from the last lesson. If you tried to teach five words before but only three were remembered, then this time try teaching three. There is a simple method of adjusting to a student's present learning pace. (On the other hand, do not feel that you totally misread his ability before. Student progress varies. He may really be a five-word student but having a three-word day, or vice-versa.) If he remembered all the words you taught before, then try teaching an extra word or two. Follow the same teaching pattern as in Lesson II. For the steps to be used, refer back to the sample lesson plan(s) for Tutoring Session 2.

Next, go on to the language experience "story" dictated in the last lesson. Using the typed or printed version you prepared, help the Stage I student read his story. You might begin by asking him

to identify any words he knows outright and then read along together. The Stage II reader should be asked to read his experience story aloud to you, with your giving prompt help when needed. (Refer again to Concept Guide No. 8 concerning the language experience approach.) Be sure to give honest praise to your student for his reading effort, no matter how minimal his actual success. You can always find something positive to say; if you find yourself at somewhat of a loss at times, remember, you are talking to the AUTHOR. The experience story portion of any session provides a powerful tool for building student self-esteem regarding reading --- and all poor readers need that.

In this lesson the language experience activity is to be extended to involve other types of word learning or "decoding" methods --- specifically, the idea of common word elements. For example, one type of common word element is illustrated by the following: "ight" (as in right, bright, sight, etc.) or "ay" (as in tray, day, way, etc.). A more extensive coverage of various decoding methods and the ideas that support them is given in Instructional Concept Guide No. 6, "Word Concepts: An Adult Approach to Decoding Skills." It will be helpful for you to use that Guide as a reference as we describe how you present the use of common word elements in this third lesson.

Basically, common word elements are a part of phonics and phonics involves letter sounds. But for adults with poor reading skills, starting with letter sounds is not a very rapid way to increase reading vocabulary. Consequently, the common element

approach* is often more effective with such learners since it offers a way to increase their reading vocabularies fast and yet is based on whcle word learning. And, naturally, the idea of learning in whole word chunks makes more sense to a mature person than sounding out individual letters. His reading world is made up of words, not alphabet blocks.

Using Common Word Elements in Lesson III

For this activity, select a word from the story dictated by your student that is appropriate as a "key" word for your presentation. For example, say the word chosen was lake. The common word element (and common sound pattern) to be illustrated would be ake. Other words containing ake would already be a part of his regular speaking vocabulary and thus easy additions to his reading vocabulary. A series of four or five ake words should be introduced, e.g., bake, make, cake, rake, take, fake, Jake, sake, wake. You need to emphasize the common element in the words and that only the first letter sound is changing. If possible, let your student discover this fact for himself and verbally describe it to you. Once he gets the idea, have him provide words that also contain ake. In doing such exercises, always list the words down the paper rather than in a horizontal line. The common element is more

*Some writers use other terms to describe the same idea, e.g., words-in-pattern, rhyming words, word families, et. al. While the terms are not synonymous, they involve similar philosophies about extending reading vocabulary.

evident visually in that way. You will know your student has reached the point of understanding when he can correctly pronounce a word that includes the element but which you have not taught as part of your presentation, for example, brake. This method shows all levels of students how words are related and, therefore, more easily mastered.

For a more advanced student, briefly check his ability to handle this useful common word element generalization by quickly moving to applying it to letter combinations that are not real words (nonsense syllables): for example, dake, chake, pake. Then go on to more complicated elements such as each -- teach, reach, beach. A Stage II reader may need little practice in the technique. As a matter of fact, he may already understand it fully. But, he may not use it efficiently. Then your focus should be to extend his present skill, helping him to integrate it with other word identification techniques. For example, the compound word, earthquake, combines additional word identification techniques with the ake element.

Eventually your student should grasp the idea that good readers help themselves identify words by matching up common elements in any position within a group of letters (word). For example, the common element an is in ran, advance, manager, anarchy, extant, words that would ordinarily be thought of as different in "level." The ake element used above is meant to merely illustrate how you introduce the idea that reading has a built-in "generating" system. It works like a snowball; more and more sticks to it as you roll along.

As you more closely examine your student's strengths and weaknesses in identifying words, be especially aware of the materials in which the words are used. A student may be able to accurately demonstrate a particular decoding ability with an isolated word, as in a word list or specially prepared practice exercise. Or, stepping up one level, he may be able to identify the word in his own experience stories. Can he, however, use the same skill to identify words in, say, a newspaper story written generally above his reading ability? If so, you can be sure he does indeed understand that decoding concept. Such checking may be done casually during the Free Reading part of your lesson. For free reading in this lesson, select a material from which you can list, for your own use, several words that illustrate the common word element you have been teaching. Then informally ask the student if he can find any words in the material to illustrate that element.

Special Lesson III Activities for the Better Reader

If your student is a Stage II reader, by this time you will be ready to move on toward helping him with his own special difficulties. You will have found that such a student has the basic skills necessary for reading and falls instead into a quick advancement category in which additional vocabulary, ability to comprehend what is read, and reading rate are the critical factors. You should use this lesson to determine where his weaknesses are in these areas. Begin the session with a quick vocabulary review and the vocabulary instruction, as in the second lesson. Follow, in

the experience story section, with a brief check on his use of common word elements as decoding tools. Then you should immediately move on to the task assessing how fast he reads and how well he understands what he reads, that is, rate and comprehension assessment.

A major difficulty for some readers is the habit of reading very slowly. They continue, as in their primary school years, to read word by word, carefully pronouncing silently (or not so silently) each word as they move along. As long as such a reader is reading short items, newspaper headlines, lists of items, or short statements as in comic strips, he manages. However, when he moves on to longer selections, it takes him so long to say all the words that, before reading the end of a selection, he has forgotten where he began or what his purpose was for reading. Therefore his slow reading rate is a major reason for his poor understanding (comprehension) of what he reads. Such a student may perform fairly well on a reading comprehension test with short paragraph items. But, he cannot handle, for example, his high school history book or the instructions on how to use his new power saw although they were supposedly written at his test "level."

Oral Rate and Comprehension Assessment. For this purpose, select from free reading material about a 500 word segment you know the student can read with ease. You want it to be sufficiently easy so that he can concentrate on his reading rate rather than spending time figuring out words. For this exercise your watch needs a sweep second hand in order to time him without upsetting

him. Ask him to read the passage aloud (unless he requests to read silently). When he finishes reading, ask him to tell you everything he remembers about what he read. You will have to make a personal judgement about what there is to be "remembered" and whether you feel he has remembered only a small fraction (about a fourth), a moderate amount (about a half), or most of it (three-fourths or more).

Then, by dividing the number of words in the passage (which you counted before coming to the session) by the number of minutes it took the student to read it, you will have his words per minute rate. As a rule of thumb, use the following to decide how efficient he is:

Stage I Reader
Rate: Below 60 words per minute
Comprehension: Remembers less than half of what he read

Stage II Reader
Rate: 75 to 100 words per minute
Comprehension: Remembers over half of what he read

Good Reader
Rate: 125 words per minute
Comprehension: Remembers nearly everything he read

A further word on the subject of oral vs. silent reading: the "good" reader may prefer to read silently (as probably you yourself do). So let him. But, a poor reader may not want to read orally because it threatens him --- he was probably made fun of in second grade because he was the worst reader in the reading group. It is up to you to show him that competition does not exist in tutoring. You do not mind if he stumbles in his reading; it is just not part of your game. So try to encourage this type of student to read orally at times so that you can more efficiently check his progress.

Actually, most poor readers prefer to read aloud. It helps them keep their place on the lines, and hearing themselves say the words seems to help them comprehend better. They often cannot or do not truly read silently, but rather look blankly at the page, not knowing where to start. Some do not seem to understand how a person can read without saying the words.

Additional Skills Needed. Your student's reading comprehension is also affected by his understanding of vocabulary. His background of experiences, in turn, affects vocabulary learning. For a Stage II reader, you might be able to help in several ways:

1) Select reading materials that include exercises to develop vocabulary and comprehension. Check Instructional Concept Guide No. 11 on published materials to help locate materials that include exercises useful to your student.

2) Vocabulary building books help some students; for others, the effect is the same as lower level workbooks --- boring.

3) Help your student to be aware of words, different meanings for the same word, old-and-new-fashions in words, different words to say more-or-less the same thing.

The better reader should also be helped with so-called study skills as the opportunity arises. Tables of contents and indexes are useful things if used; have your student try his skill in locating by using the "Inside Today" content list on the front page of most newspapers, for example. Keep a paperback dictionary handy; let him see you use it to find out how to spell or pronounce a word. Eventually, go on to direct teaching of these skills as your student's interest grows. Always illustrate "helps" with a real purpose --- his or yours. You may even need to make a "field trip" to the public library to "find" an answer some day!

Again, end your lesson for all students with a quick vocabulary check. A word game is a good closing note. Occasionally, make a game the student may take home if he wishes. Or for a better reader, send a motivational magazine. By the end of this third lesson, after all, you have a reader --- and we readers carry reading around!

Further Assessment and Long Range Planning

You are by now a seasoned tutor with three sessions under your belt. From the first lessons you (1) have established the teacher/student relationship with your student, (2) have categorized his overall reading proficiency, (3) learned a great deal about his

interests and learning performance, and (4) have accumulated evidence about specific reading skills he needs as well as about teaching methods that seem to work with him. This information can be consolidated so that it can guide your planning for future lessons.

Where do you go from here? The vocabulary learning program is already underway; next, a long range set of priorities must be determined for other skill areas. The process of collecting and evaluating information on a student's reading performance is called diagnosis. In the first lessons you collected information about your student's reading skills and interests. The information from your tutoring logs and informal testing must now be drawn together so that you can evaluate it as a unit. The use of a common format aids in your own record keeping as well as in serving the tutoring program as a whole. A suggested form, Summary of Student Performance, is found on the following page.

As the first step in evaluation, complete the Summary. Indicate how your student did in the initial sight word testing and during the completed teaching sessions. Also summarize the data from your student's language evaluation. Next, compile the information you collected concerning your student's ability to decode words. For students with very limited reading skills, you will not have information for every category. For those above the basic reading level, the lowest categories (such as letter and sound concepts) will not even have been taught. The form also provides a section for evaluating the effectiveness of various

Student _____

Tutor _____

Date _____

Summary of Student Performance

	Initial Sight Word List			Vocabulary Teaching	
	number attempted	number correct	percent* correct	# of words taught in Lesson II	# of words recalled Lesson III
Vocabulary					

Informal Communication Scale

	Superior	Good	Adequate	Weak	Poor
1. Sentence Patterns					
2. Conversation					
3. Vocabulary					
4. Creativity					
5. Relation to Environment					

Word Identification Skills

	Good	Fair	Poor
Sight Words			
Initial Sounds			
Common Word Elements			
Prefixes			
Suffixes			
Roots			
Other			

* $\frac{\text{Number Correct}}{\text{Number Attempted}}$ = % Correct

Reading Interests Expressed

1. _____

2. _____

3. _____

Student Response to Instructional Techniques

	Habits			Attitudes		
	Efficient	Fair	Poor	Enthusiastic	Diligent	Apathetic
Vocabulary Memorization						
Vocabulary Games						
Book Selection						
Experience Story Dictation						
Experience Story Reading						
Common Word Element						
Listening Comprehension						
Reading Rate						

teaching techniques used during the first three sessions.

With the information systematically organized, it will now be easier for you to interpret what you know about your student. The first step is to determine in general terms the level materials he can handle, both for oral and silent reading. These levels will be the basis for selecting material to be used with your student. The level of difficulty appropriate for instruction --- that is, when you are at hand to help --- is usually somewhat higher than the difficulty of material to be recommended for the student to use independently. If your student reads easy materials fluently, you will usually not have to worry much about teaching basic word recognition skills or the lower-numbered words on the A&P Sight Word List. If, however, he cannot consistently identify these nigh utility words (said, there, many, etc.) in easy reading material, your first teaching priorities will have to be sight vocabulary and ways to decode words. Once you have decided what your overall direction will be, you can begin to list specific priorities for future lessons.

Stage I Students. At this level, the teaching of sight words and of the different methods by which words may be decoded should make up nearly half of the tutoring program. Language Experience and Free Reading Activities (including directed reading and listening as described in Concept Guide No. 9) should normally be the other major instructional components. Game-like formats may be used wherever possible in the vocabulary and word identification

sections of the lessons. Do not use many workbook-type activities. These will bear the taint of "school" and "failure," besides being dull for most adults. Some means to show improvement vividly, such as keeping a progress chart, is vital for Stage I students. You may also find that the Functional Content Unit lessons from THE SUPPORT LIBRARY are difficult to adapt for use with these lowest level students.

Stage II Students. When a student's general level is in this category or higher, the range of possible activities is wider. Much less instruction in word identification skills and in basic sight words is likely to be needed. Be sure to check the ability of your Stage II student to apply his word identification or decoding skills in the context of his regular reading. As stated previously, some students can demonstrate the skills on words in isolation but do not use these skills when reading. If that is your student's problem, you will need to teach him how to apply the skills. He may also need extra practice to increase his level of mastery of both decoding skills and sight vocabulary. Identification of a word must be instantaneous. If it is not, the student has not really mastered it. The words we call "sight words" simply appear in print too often for a student to take time to analyze them each time they turn up.

Expanding vocabulary and being more efficient in comprehending reading material will need to be emphasized also. This work should focus on the student's interest areas and the goals and needs of

his everyday life. The Functional Content Unit models in the TUTOR SUPPORT LIBRARY are examples of combining this type of reading instruction with student needs.

Vocabulary help for a Stage II student may include instruction in analyzing the structure of words (roots, prefixes, suffixes), word history, multiple meanings of words, and extensive practice in using meaningful words found in his reading. Such practice can be through sentence construction, word-meaning games, and using the words in experience stories. Instructional Concept Guide No. 6, "Word Concepts: An Adult Approach to Decoding Skills" and No. 7, "The Teaching of Sight Words: Ways and Means" include numerous suggestions for developing and practicing these skills.

Comprehension training --- understanding what is read --- is often the most vital need for students above the minimal literacy level. (Below that level, the need to learn to identify the words in print is the most important.) But now, careful attention needs to be given to collecting and ordering details, making necessary and appropriate inferences, drawing conclusions, finding main ideas and, finally, applying these abilities when one reads.

Materials. The higher the reading level, the easier it will be for you to find materials and/or programs for the student's independent work. Not many books are available for the lowest level student. Most reading program materials appropriate for high school students and adults begin at about third or fourth grade reader level. Therefore, carefully look over the words

and the general manner of expression used in a book or program to check the vocabulary and comprehension demands it will make upon your student before suggesting he try it. You are a better judge than he in this case. If he desperately wants to read a too difficult book, perhaps you can "read" it together or use only certain parts.

Long Range Plans. From the data you collected, and guided by the general discussion on where emphasis might best be placed, you must now develop both a long term plan and the next tutoring lesson. A long term plan should contain two aspects:

(1) A list of skills which need to be taught, in order of priority.

(2) A list of the teaching techniques found to be most useful and therefore recommended for further use.

A form for compiling such information follows.

Planning the Next Lessons. Begin with something familiar. Another vocabulary learning activity is a good choice because it is usually completed quickly and makes the student and you feel successful. Continue by starting work on a skill highest on your priority list and, wherever possible, using a teaching technique proved successful. Generally a lesson should contain three or four different activities so that interest will not lag. The reasons for changing activity are: (a) reaching a learning goal or (b) obvious frustration to either of you. Try to keep the lessons personally relevant to the student (and fun) as much as possible.

Student _____

Tutor _____

Date _____

Long Range Tutoring Information

Skill Priorities	Teaching Techniques
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Games, if they fit in, are effective. However, a word of caution on games. Be sure that your student keeps in mind the skill a game is designed to develop or practice. Some games are so complicated to play that the teaching purpose gets lost in the shuffle. Home-made games are, therefore, often preferable to commercial games.

In general, each lesson should include vocabulary, practice in oral and/or silent reading and comprehension, instruction at an appropriate level of a word decoding skill, and some activity highly related to the student's interests or personal needs. While all instruction should be, of course, student-centered, this last-mentioned activity should have an immediate motivational aspect that touches your student and you.

Just as this fourth lesson uses the findings from the first three lessons, each succeeding lesson must also be based on earlier lessons. In that way each lesson serves as a diagnostic evaluation (or test) for determining what should be taught in the next lesson. The best source of information on what to teach is your student. His performance, or often his own expression of his learning problems, will tell you what he needs to learn.

Pre-planning is essential for successful tutoring. You must take the results of each lesson, review them carefully, then "pre-think" the content of the next lesson. As long as your goals are student-oriented and stated in terms of what you expect the student to be able to do after that session, results can be usefully evaluated and serve as diagnostic information for planning future lessons.

Complete the lesson plan form which follows in the same manner as the previous sample plans. Once you have stated the student learning goals, listed the materials to be used, and specified the best instructional procedures, you have the basis for the session. You know why and how you will proceed with the student. Operating from such a positive, firm preparation leaves little chance of failure.

As you go on to independent planning, several aspects need to be kept in mind. The first and most vital is the note on which this guide is based: the student's learning needs. At all times, as you plan and teach, the needs and capability of the student must be your first consideration. Keep in mind that it is HIS tutorial program and it is HIS need that determines the direction, pace, and methods used.

We have also commented frequently on flexibility. If the program is not progressing as planned, be willing to make necessary changes. On the other hand, it is also important that you be willing to withhold change until you are sure why change is needed and what the change should be. There is a big difference between being "flexible" and being "capricious" and "erratic." Your student needs variety in his program, but also stability. Excessive change can be disorienting for a student, whereas a familiar routine may provide security. Often you will stop or modify an activity because it is no longer needed or no longer quite fits your student's present pace, for instance. The message he gets, however, may be, "Well, I failed again!" Therefore, explain why

Lesson Plan for Tutoring Session 4

Goals	Materials	Procedures and Evaluation

you are making the change so he views it as a reward rather than as a possible punishment. If you have a well thought-out reason for revision, discuss it with your student, and carefully plan the specific alterations, maintaining flexibility in the program will not be a problem for you.

Objectivity is another point that needs to be re-stressed. Take care to not become too involved with the social and emotional problems of your student. In most cases you cannot do anything about these conditions anyway (e.g., be his guardian, change an insecure work, social, or family situation). Therefore, it is vital that you do not lead him to think you can. Volunteering to tutor in reading did not automatically make you a counselor or a social worker. If you can help him learn to read, you will also help him gain social and emotional confidence. Concentrate on the reading. Feeling sorry for this "poor illiterate" will not help him; teaching him to read will. Do your job as a tutor to show the student that you care! Make sure that as a team you keep in mind that the major "care" is for his improvement in reading.

The problem of objectivity brings up the idea of affection, love, and rewards in your tutorial situation. A student needs to be able to earn rewards as a part of the program, but they must be earned rewards and he must understand how they are earned. Love and affection are often used in our society as rewards. These are very powerful but also can easily be misunderstood by the student. Placing his story in the center library, earning a new mark on the chart, adding points to his score, being told he has done a good

job --- these are simple but highly motivating rewards. Yet they are also clearly given for a job well done and not as likely to have emotional overtones as is the well-intended "I'm proud of you" or a pat on the back.

Keep in mind also that your relationship with your student is short term. He must eventually survive without you. Therefore, stress self-reliance and responsibility on his part. Give him duties and responsibilities in your regular activities. Emphasize procedures he can use later on his own without a teacher's help. Point out how he can do things without even your help. He must not become too dependent upon you if he is to benefit fully from the program. In every way possible, teach your student skills which will help him to survive in normal life situations (including a regular classroom where instruction would usually be out of line with his needs and skills). Teach him to get as much as he possibly can from reading material, even if he cannot read every word.

With the ability to prepare lesson plans and being aware of "due caution" in the management of your tutor/student relationship, you are on your own. Well almost! Extra support is available for your asking. As problems and questions arise, you may find it useful to refer again to the earlier portions of this guide for suggestions. Do not hesitate to call on the supervisory personnel in the agency for help. The other Instructional Concept Guides and the Functional Content Units in the TUTOR SUPPORT LIBRARY are also available for expanding your competence and confidence as a tutor.

You cared enough to join the ranks of volunteer tutors. Accept congratulations for completing the tutor training phase and successfully initiating a tutoring relationship. It is a BIG THING! Be proud! Happy tutoring!!!

Sample Lesson Sheets from Sessions 1 and 2

In the following section you will find:

I. Sample Informal Tutor Log Notes from Lesson Plan for Tutoring Session 1, Stage I Reader

   Sample Lesson Plan for Tutoring Session 2, Part A: Stage I Level of Reading Performance

II. Sample Informal Tutor Log Notes from Lesson Plan for Tutoring Session 1, Stage II Reader

   Sample Lesson Plan for Tutoring Session 2, Part B: Stage II Level of Reading Performance

Sample Informal Tutor Log Notes from Lesson Plan for

Tutoring Session 1

Stage I Reader

Goals	Log Notes
To say the tutor's name, to see the name written, and to discuss the purpose of the tutorial sessions.	Can recognize his own name and my first name. Stated tutoring was "to learn to read better."
To pronounce on sight, with at least 70% accuracy, basic sight words from the A&P Sight Word List.	Missed of, you, is, it (60% accuracy level).
To give a sample of student's language and communication skills.	Said he liked sports --- mentioned boxing, football, and baseball. Also Muhammed Ali. Used sports terms like "champion," "match," and "quarterback" with ease. Did not initiate a subject for discussion. Usually responded with short phrases or a single word.
To choose a book, magazine, or news article (for the student to read or to be read to him) that interests the student.	Selected sports pages of newspaper; also "To Be a Fighter" in Stranger Than Fiction by Susan Halpern (GLOBE).

Sample Lesson Plan for Tutoring Session 2

Part A: Stage I Level of Reading Performance

Goals	Materials	Procedures
Vocabulary To pronounce on sight the following words: of you is	1. Each word printed on one side of 3x5 card. Short sentence using word printed on other side of card --- with vocabulary word emphasized with colored "highlighter" 2. Highlighter and extra cards	1. Show and say word to student. 2. Student repeats word. 3. Read sentence to student, underlining each word with your finger. Allow student to try to supply the highlighted word. If he cannot do this promptly, you read it. 4. Practice a second time. 5. With student, prepare a second sentence, have him highlight word to be learned.
Language Experience To dictate an experience story	1. Paper and carbon 2. Fine felt-tip pen	1. Follow procedure for language experience approach (see Concept Guide No. 8). 2. Together with student, decide on words he needs/wishes to learn in next session.
Free Reading 1. Reading for enjoyment and information 2. Further insight for tutor into student's needs and interests	Newspaper with short article on recent boxing match	1. State purpose for activity: to satisfy his interest and knowledge of boxing by reading about a recent happening. 2. Help student locate sports section. 3. Read article to student, following along each line with your finger so he can "read" also. 4. Ask student to help you with definition of boxing terms found. Who participated? What can he tell you about them?
Review: Re-teach words presented at beginning of lesson	Materials from this lesson	1. Re-read vocabulary cards. 2. See if student can locate his vocabulary words in his experience story and the news article.

Sample Informal Tutor Log Notes from Lesson Plan for

Tutoring Session 1

Stage II Reader

Goals	Log Notes
To say the tutor's name, to see the name written, and to discuss the purpose of the tutorial sessions.	Reads and writes his own name. Read my name with help. Says he wants to be tutored to read well enough to get a "hospital job."
To pronounce on sight, with at least 70% accuracy, basic sight words from the A&P Sight Word List.	Sight words missed from selected words from A&P list and book tryouts: heard — trouble while — everything happening — against always — cure middle — except
To give a sample of student's language and communication skills.	Health and health care (appears to worry about his own health). Shy, but did express himself in sentences as well as phrases. Offered some information spontaneously.
To choose a book, magazine, or news article (for the student to read or to be read to him) that interests the student.	Tryouts: selected newspaper column, "Dr. Welch Says," "Can't Fall Asleep?" (re-written from "The National Observer") in Stranger Than Fiction by S. Halpern (GLOBE); also "Health Careers" book from Hello World Series on careers (FIELD).

Sample Lesson Plan for Tutoring Session 2

Part B: Stage II Level of Reading Performance

Goals	Materials	Procedures
Vocabulary To pronounce the following words on sight: everything cure heard trouble always	1. Each word printed on one side of 3x5 card. Short sentence using word printed on other side of card --- with vocabulary word emphasized with colored "highlighter" 2. Highlighter and extra cards	1. Show and say word to student. 2. Student repeats word. 3. Read sentence to student. Allow student to try to supply the highlighted word. If he cannot do this promptly, you read it. 4. Practice a second time. 5. Have student prepare second sentence for each of 2 or 3 of the words and highlight the vocabulary word.
Language Experience To dictate short experience story centered about health problems, care, or careers	1. Paper and carbon 2. Fine felt-tip pen	1. Follow procedure for language experience approach (see Concept Guide No. 8). 2. Together with student, decide on words he needs/wishes to learn in next session.
Free Reading To read for enjoyment and information To gain further insight for tutor into student's needs and interests	1. "Can't Fall Asleep" article from book selected in Lesson I tryouts 2. Similar paperback to read to yourself silently	1. Recall fact that student selected article in last session. Tell him to read the article silently to find out ways that can help him fall asleep. 2. Tell him to ask you any words he does not know. (Note words he asks.) 3. Ask student to tell you about what he read. List for him (in writing) different aids to falling asleep as he tells them to you. 4. OPTIONAL: From the printed exercises following the article, select tasks that would benefit student. Read them aloud together. ALTERNATIVE: Continue discussion started in (3) if it seems appropriate.
Review To re-teach words presented at beginning of lesson	1. Materials from this lesson	1. Re-read vocabulary cards. 2. See if student can locate his vocabulary words in his experience story and the news article.